

It's Monday, August 2, 2021. In today's issue: Chimney Rock celebration; Court House Riot 360 video; Historical Games Olympics; Willa Cather's mustache; Indigenous boarding schools; Summer stories; Back-to-school stories.

Chimney Rock celebrates reopening, receives award



Back in 2019 we were designing new exhibits for the soon-to-be expanded Chimney Rock Museum. We were going to have it ready by the spring of 2020. We would host an event, have a ribbon cutting with our huge scissors. It's going to be great, we said.

You know what happened next. The museum did re-open—eventually—but the official ribbon-cutting was delayed until July 17, 2021.

History Nebraska received the Rising Star Award from the NEBRASKAland Foundation, given "in recognition of History Nebraska's preservation and maintenance of the Chimney Rock National Historic Site and the expansion and renovation of the Ethel & Christopher J. Abbott Visitor Center." The award recognizes outstanding new tourism attractions or significant expansions to existing attractions, and economic and social development efforts.



Omaha's 1919 Court House Riot like you've never seen it before

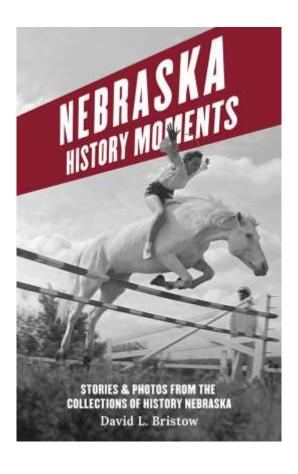


Multi-media artist Bayeté Ross Smith has created a 360 video (you can swivel the view 360 degrees while watching) that matches historic photos with present-day video from their exact locations in Omaha. History Nebraska's David Bristow provides narration of the lynching of Will Brown.



Historical Games Olympics, August 7

How are your hula-hoop skills? Are you good at four-square, stick dice, or ball and cup? Try these and other historical games enjoyed by past generations of kids. Come to the Nebraska History Museum Saturday, August 7, from 10 to 2. The event is free and open to children of all ages. The first 150 people to arrive will receive a free snow cone from SnowDaze Lincoln! Read more.



Nehawka's yellow stop sign, Willa Cather's mustache: New book serves small doses of Nebraska's rich history

The *Lincoln Journal Star* featured History Nebraska's new book, *Nebraska History Moments*. Keep reading.

The book is sold at History Nebraska sites, and online. Sign up for a free, weekly "Nebraska History Moment" email!

Indigenous boarding schools in Nebraska



History Nebraska employees were deeply saddened by the recent discoveries of Indigenous children's remains at residential schools in Canada. Nebraska has its own ugly past with "Indian Schools." Here are some resources from our collections. Keep reading.

Board of Trustees election

As you know, a fifteen-member board of trustees directly governs History Nebraska. As a member of History Nebraska, you elect twelve members to the History Nebraska Board of Trustees, four from each of the state's three congressional districts, for a three-year term. The governor appoints the remaining three trustees.

Also, as a member, you can self-nominate for an opportunity to become a board member. Board members carry a great deal of responsibility and help

ensure History Nebraska continues to move forward to serve all Nebraskans best. If you are interested, <u>visit our website to learn more</u>. The application deadline is August 16, 2021.

Once the ballot is finalized, you will receive an email to cast your vote for this year's candidates. Thank you for being a member of History Nebraska!

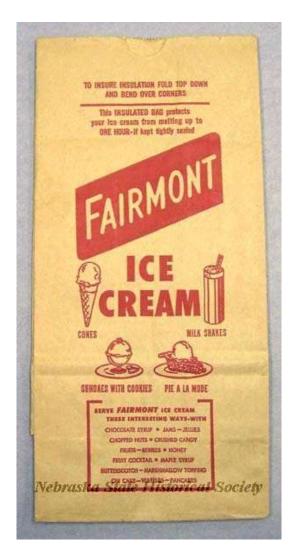
Summer Stories

Making Ice Cream in 1910



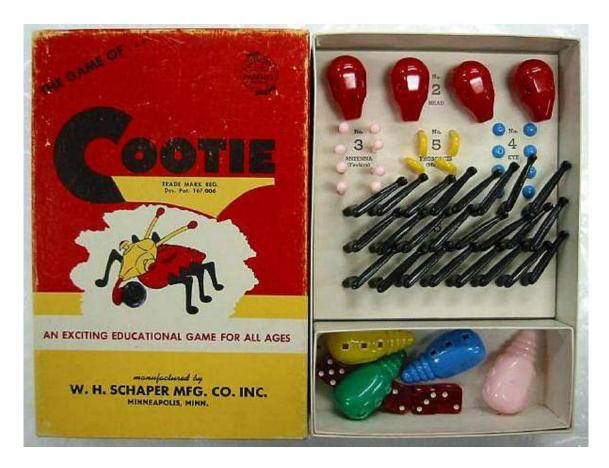
Have you ever made ice cream with one of these? Try your hand at these vintage ice cream recipes.

Fairmont's insulated ice cream bag



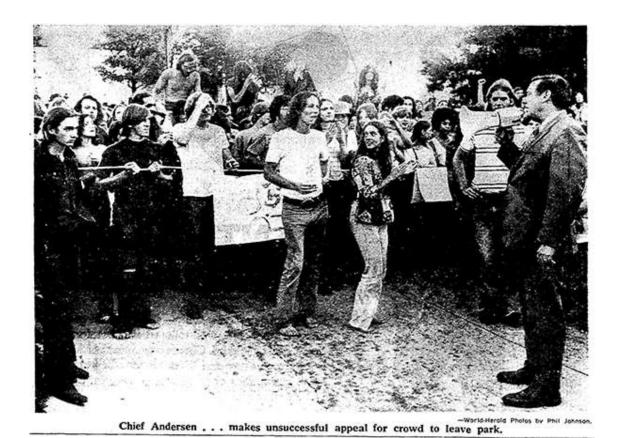
Insulated bags aren't new. This Fairmont Creamery Company bag promised to keep your ice cream from melting for up to one hour if kept tightly sealed. <u>Keep reading</u>.

Fun and Games



When it's too hot to go outside, it's time to play board games in the basement. Keep reading.

Omaha's Memorial Park riots of 1971

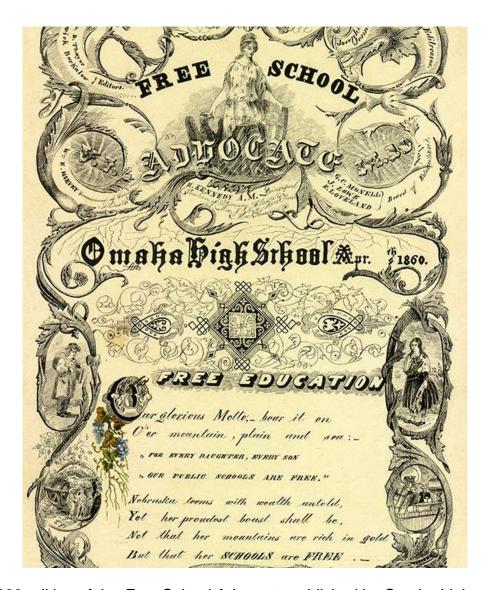


Memorial Park was a popular summertime youth hangout in the 1960s and '70s, but when the city mandated a curfew, things got completely out of hand. Keep reading.

Back-to-school stories

When school was free and teachers were cheap

Here are two stories in honor of a new school year. Both relate to the idea of free, taxpayer-supported education.



An 1860 edition of the *Free School Advocate*, published by Omaha high school students, celebrates an idea that was not yet fully embraced across the US: free public education. <u>Keep reading.</u>



Somebody has to pay for public schools. How much is a teacher worth? Here's what Nebraska paid teachers in the 1920s. <u>Keep reading.</u>









History Nebraska Newsletter, David Bristow, Editor, <u>history.nebraska.gov</u>

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Complete articles:

Indigenous boarding schools in Nebraska



Photo: Pawnee children at their reservation boarding school in Nance County, Nebraska, circa 1871

By Araceli Hernandez, Digital Outreach Educator; David Bristow, Editor; and Jessica Stoner, Education Associate

August 2, 2021

History Nebraska employees were deeply saddened by the recent discoveries of Indigenous children's remains at residential schools in Canada. We cannot imagine the hurt that has long been experienced by the affected families, relatives, and communities. In the words of Canadian Prime Minister Justin Trudeau, the unmarked graves "reaffirm truth that they have long known." Our thoughts are with them.

As a historical institution, we acknowledge the harm and lasting negative impact that such institutions have had on Indigenous communities, not only in Canada but also across the United States.

Nebraska has its own ugly past with "Indian Schools." While there is much work yet to be done, here are links to some materials that we hope will shine a light on systemic racism, discrimination, and marginalization experienced by Indigenous communities.

The U.S. Industrial Indian School in Genoa

(PDF) Wilma A. Daddario, "'<u>They Get Milk Practically Every Day': The Genoa Indian Industrial School, 1884-1934,</u>" Nebraska History Magazine (1992).

In an effort to assimilate Indian children into white society, non-reservation boarding schools were built. These schools were located far from reservations to reduce contact between the children and their parents and Indian customs. Genoa, Nebraska, was selected as a school site because the government already owned the building previously used for the Pawnee reservation headquarters. Most of the children in the Genoa school made friends, adjusted to harsh conditions, and learned the art of showing a "white" veneer to get through their school years. But they paid a high price for their education in terms of their physical and emotional health. They were separated from their families and there was not enough money to adequately feed, clothe, and educate them. Full assimilation of the Indian

children into white society did not occur and the schools began to close in 1901. Genoa school closed in 1934.

Grace Stenberg Parsons, "The Indians as I Knew Them - Memories of the Genoa Indian School"

As the daughter of the blacksmithing instructor at the Genoa Indian School in Genoa, Nebraska, Parsons observed the young Native American children who attended the school on a daily basis from 1907-1911. This short memoir of her experiences gives details about her childhood growing up on the Crow Reservation in Montana and living at the Genoa Indian School in Nebraska. Although her narrative is written from a White perspective that reflects some of the attitudes of her time, she provides a vivid account of conditions at the school. The original manuscript can be found in History Nebraska's collections: RG1298.AM.

Genoa Indian School Digital Reconciliation Project

The Genoa Indian School Digital Reconciliation Project is a collaboration between the University of Nebraska-Lincoln; the Genoa U.S. Indian School Foundation; Community Advisors from the Omaha, Pawnee, Ponca, Santee Sioux, and Winnebago tribes of Nebraska; and descendants of those who attended Genoa. This website provides many primary source materials about various aspect of the school and its students.

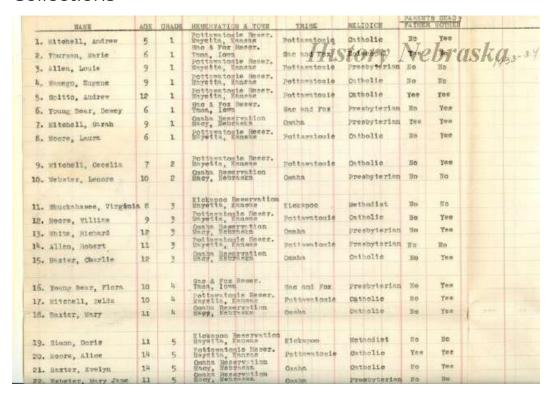
To learn more about Nebraska's Indian Schools

Below are resources for researchers who may be working on school projects, scholarly research, or just people who are curious to see what artifacts and documents still exist.

What we know about these artifacts and documents varies in breadth and depth. The details we have are in the links. Most items need more research and, ideally, the perspective of the cultural leaders of the relevant tribes, because historical writing and museum collections tend to reflect the priorities and perspectives of the dominant society.

View nearly 300 Genoa Indian School photographs from History Nebraska collections: https://nebraskahistory.pastperfectonline.com/photo?utf8=%E2%9C %93&search_criteria=RG4422&searchButton=Search

Other Genoa Indian School items from History Nebraska Collections



Roster, Genoa Indian School 1933-

1934 https://nebraskahistory.pastperfectonline.com/webobject/D6840DFC-2BD7-4FC8-9932-718111473082



11055-2558 - Spoon, Souvenir; Boys Home, Indian School, Genoa, NE

Other Indigenous Boarding Schools in Nebraska

Manuscript collections (historical documents paper, but not digitized yet): These links to finding aid (sort of a table of contents for the collection) explains what's in the collection. As these items are not yet digitized, you can check them out by visiting the Reference Room of the History Nebraska Library/Archives in-person on Fridays, between 9:00am-4:00pm. <u>History Nebraska's Reference Room</u>

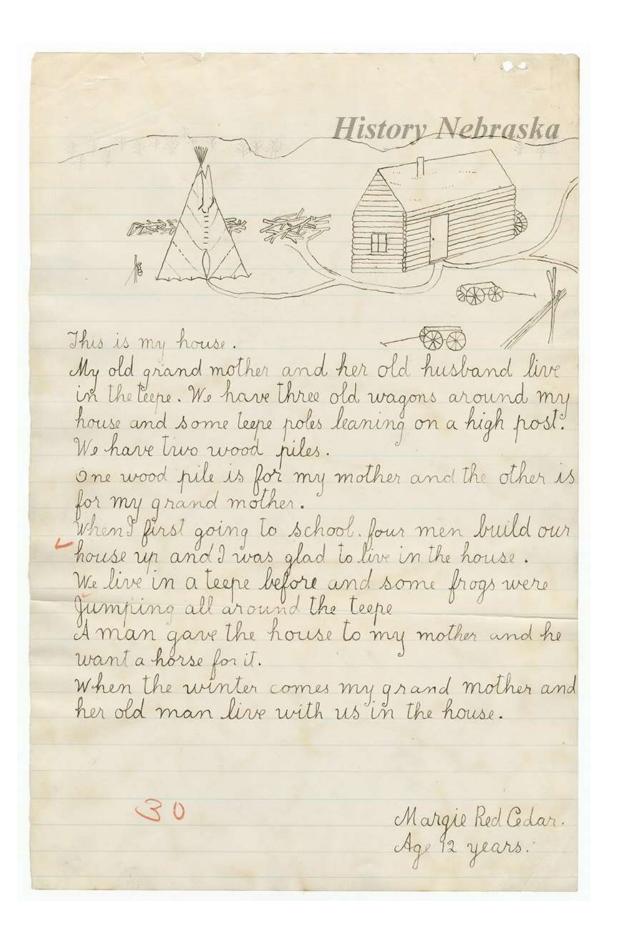
- Eunice Stabler, 1885-1963, Omaha tribe, attended Genoa Indian School [RG
 2585.AM] History Nebraska Manuscript collection
- James Henry Red Cloud, 1879-1960 [RG1355.AM] | History
 Nebraska Manuscript collection

- Presbyterian Board of Foreign Missions [RG2683.AM] Omaha Mission School correspondence.
- Santee Normal Training School (Santee, Neb.) [RG2497.AM]

Artifacts:

701 artifacts and photos can be found in a search of History Nebraska's online resources using the search terms of "Indian School." https://nebraskahistory.pastperfectonline.com/search?utf8=%E2%9C%9

3&search_criteria=%22Indian+School%22&searchButton=Search



Margie Red Cedar, 1902 essay and drawing, Pine Ridge Agency Day School (7294-3734). https://nebraskahistory.pastperfectonline.com/webobject/121EF45E-A033-431A-A950-601297422317



Book, Diary/Notebook, From Indian School, 1902 (11055–2912) https://nebraskahistory.pastperfectonline.com/webobject/42A13A2C-7BBE-4DE1-BC9E-936938237330

Annual U.S. Department of the Interior reports

These reports detail Agency Indian Schools of Nebraska.

<u>Tribal Documents Archive | Page 30</u> - While told from the perspective of the non-Native, Indian agent, these links to annual Superintendent reports can provide some insight into facilities and structure of these schools. To use, click on the year you'd like to read about, and then scroll down to the table of contents (pp.3-4 of PDF for 1877), (pp. 34-36 of PDF for 1866). Then look for the tribe you'd like to read about. The tribe might listed by state or if during territorial times, by region.

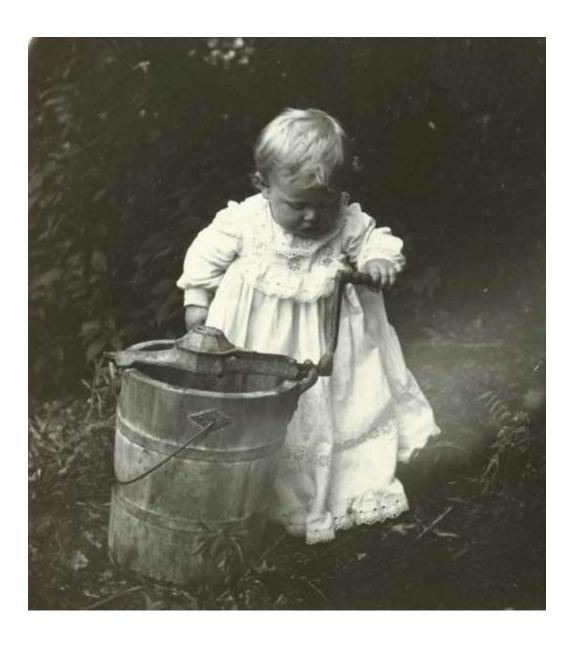
Categories:

Native Americans

Making Ice Cream in 1910

Who wants ice cream? Photographer John Nelson of Ericson, Nebraska captured this little sweetie taking a turn cranking the handle of an ice cream maker in about 1910.

Making ice cream was often a family activity. The cream mixture was placed in the interior compartment of the ice cream maker which contained a paddle connected to the hand-crank. The more the cream mixture is cranked the smoother the ice cream. Ice and rock salt were then placed between the interior compartment and the exterior bucket. The salt causes the ice to melt and lowers the temperature below the fresh water freezing point, but the water does not freeze due to the salt content. The sub-freezing temperature helps slowly freeze and make the ice cream.



Do you want to try your hand at a vintage ice cream recipe? Check out the page from the White Ribbon Cook Book by the Clay County Temperance Union published in 1900 for "Ices, Ice Creams and Beverages" from the Nebraska Library Collection at History Nebraska.

ICES, ICE CREAM AND BEVERAGES.

Maple Mousse.—Whip 1 pint sweet cream dry, add to this 1 cup maple syrup, and one tablespoonful powdered sugar. Flavor with vanilla. Beat all together, put in covered mold, and pack in ice with salt. Serve in glasses.—Irene Peterson.

Excellent Lemon Ice.—1 quart sweet milk, 1 pint sugar, juice of 3 lemons, after it begins to freeze.—Mrs. M. L. Luebben.

Peach Cream.—Pare and stone 1 quart of very soft peaches. Add to them 1 pound of sugar, and mash them thoroughly. When ready to freeze, add 2 quarts rich cream, which when frozen will fill a dish holding four quarts.

Ice Cream.—3 eggs, 1 cup Crystal Flake, 3 scant cups sugar, 2 table-spoonfuls vanilla, 1 quart or more of cream. Beat the yolks of the eggs until very light. Add the sugar and beat again. Dissolve the flake in a cup of milk, set in a pan of hot water. Add the flake to the yolks and sugar, and strain through a cloth. Whip the whites of the eggs, and the cream, and add to the other ingredients. Place in the freezer and fill up with rich milk. Add the flavoring and freeze. The longer the eggs, sugar, and cream are beaten, the finer the cream when frozen. For 1 gallon of cream.—Mrs. A. C. Epperson.

Ice Cream.—Whip 1 quart cream and 1 small cup strawberries together. Add 1½ cups sugar, turn onto a shallow pan, set on ice and salt, having the same proportion as for a freezer. When frozen cut in squares and serve. Very nice.—Mrs. J. W. Swanson, Sutton, Nebraska.

Ice Cream.—Put 1 quart milk on in double boiler. Beat 5 eggs, add ½ cup sugar, 1 teaspoonful cornstarch. Add to boiling milk. Let cook, remove from stove, add 1 quart cream.—Mrs. H. L. Davis.

Sherbet.—3 lemons, 3 oranges, 3 bananas, 3 cups sugar, 3 pints cold water, 3 beaten whites of eggs; freeze. Pineapple improves it.—Mrs. Ed Westering

Ice Cream.—1 quart of fresh milk, 2 eggs, 2 tablespoonfuls of cornstarch, heat milk in a double boiler, then stir in cornstarch, mixed smooth in a little milk. Let it boil for a few minutes, remove from the stove, cool, stir in the eggs beaten with 1 cup of sugar. Add a pint of cream and flavoring.—Mrs. L. Jarrett.

Jell-O Ice Cream.—Dissolve 1 package of Jell-O Ice Cream Powder, any flavor, in 1 quart of milk and freeze it. There is nothing to be added and nothing else to do to make the most delicious ice cream.

Categories:

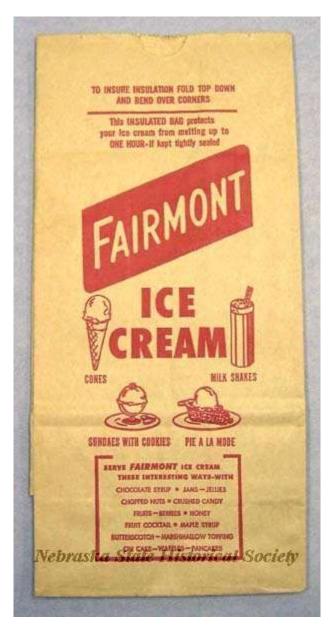
Ice Cream, Summer, July

The Fairmont Creamery Company



A 1921 exhibit for Better Butter, made by the Fairmont Creamery Company. NSHS RG4218.PH:1-10

The Fairmont Creamery Company was incorporated March 29, 1884, in Fairmont, Fillmore County, Nebraska. Wallace Wheeler, an implement dealer, and Joseph H. Rushton, an attorney, founded the company for the production and sale of butter, eggs, and poultry. Local townspeople and farmers owned the remainder of the total stock of five thousand dollars. From a small business, the company became one of the nation's largest food processors, later known as Fairmont Foods.



Insulated bag for Fairmont Ice Cream. NSHS 10586-45

During 1884 and 1885 the creamery operated only in the summer months due to a lack of raw materials. However, the company was soon a profitable enterprise for its stockholders. Its first product was butter, and the butter produced in Fairmont was recognized nationally for its excellence. During the next few years the Fairmont Creamery Company started six new plants in southeastern Nebraska towns, beginning in Crete in 1889. It eventually opened more than three thousand cream stations throughout the United States that provided a market for farmers' home-separated cream.



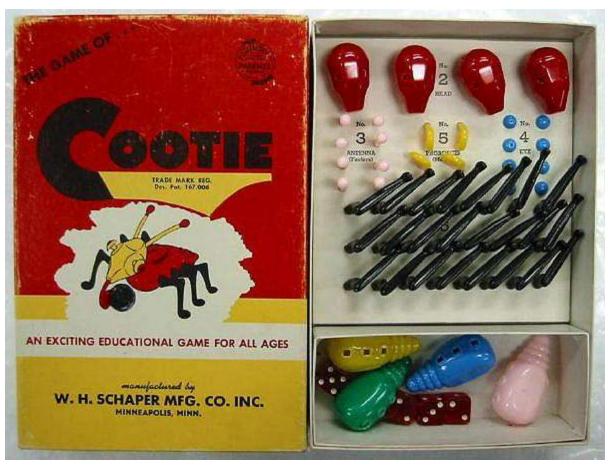
Feeding Chickens at Crete Plant

Categories:

Crete, Fairmont Creamery Company, Fairmont Foods, food

Fun and Games

As we make our way through the hot days of summer, I'm reminded of similar hot summer days growing up on the farm. My brother and I spent many a summer day playing games in front of the window air conditioner or down in the basement where it was a good 20 degrees cooler than the rest of the house. We had a closet full of board games, card games and puzzles to keep us entertained. One game I remember playing as a young child is "Cootie." You would roll dice, and depending on your roll, you got to add different parts to your cootie. The first person to complete their cootie would win the game. This is an example of the game, ca. 1950, from our museum collections.



Cootie game owned by John and Lydia Peters of Seward (NSHS 11681-9)

Other play time diversions in our museum collections include these 8mm films (also owned by John and Lydia Peters).



Abbott and Costello 8mm film (NSHS 11681-27)



Mary's Little Lamb 8mm film (NSHS 11681-29)

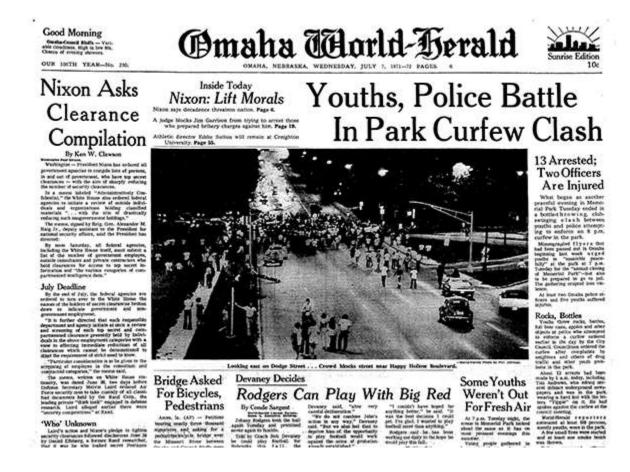
What kinds of indoor activities did you (or your parents) use to keep busy during those hot days of summer?

-Tom Mooney, Curator of Manuscripts

Categories:

children, games, toys

Omaha's Memorial Park Riots of 1971



By David L. Bristow, Editor

July 6, 2021

Picture hundreds of White youths facing down police and chanting, "Hell no, we won't go!" The scene erupts into a "bottle-throwing, club-swinging clash between youths and police," in the words of the *Omaha World-Herald*. The year is 1971.

But the protest wasn't about the Vietnam War—not directly, anyway.

It was about a park curfew. In a larger sense, you could say it reflected the spirit of the times.

Fifty years have passed since Omaha's Memorial Park became a battleground for four successive nights, July 6-9, 1971. About hundred people were arrested or taken to a hospital, and public response ranged from outrage at today's spoiled youths to complaints about police vandalism and brutality. This is the story, drawn from contemporary news reports.

* * *

Tuesday, July 6 was to be the first night of an 8 p.m. curfew at Memorial Park, a popular gathering place for young people. Neighbors complained about drug and alcohol use and disruptive behavior. The city council had imposed a similar curfew the previous summer.

Some youths testified against the curfew at a city council meeting. Later, a flyer invited people to a July 6 rally at the park, promising "love and music" and "impromptu theater by the Omaha police" and "door prizes" including "a free ride to the police station, tour of the basement, free photo."

The flyer encouraged people to "stick up for your rights" but did not give specific instructions.

This was by design, said Timothy Andrews, an "underground editor" and member of the Omaha Yippies (Youth International Party). The Yippies organized the rally—or, in Andrews' words, "disorganized" it so that there would be "no leaders of the curfew resistance."

"We thought this would make the people the leaders," Andrews told the West Omaha and Dundee Sun on July 18.

In practice, this meant that anyone could step forward as a leader, and the crowd would either follow or not.

On Tuesday evening, about 500 people—mostly youths, almost all White—remained at the park when the police arrived in force about 8:30. By then people had blocked the park entrance with park benches and trashcans. Speaking through a bullhorn,

Police Chief Richard Andersen warned the youths that they were subject to arrest if they stayed.

"This is the people's park and we're the people!" someone replied. Others shouted, "Pig!" and "Oink!" The crowd soon took up the war protesters' chant of "Hell no, we won't go!"

By 9:15 the crowd had spilled into the streets, blocking Dodge and Farnam. Police reported that youths were "hitting the cars with clubs, bricks and bottles" and surrounded a police cruiser.

At 9:40 the police charged with nightsticks, driving the crowd back into the park. According to the *World-Herald*, youths "threw rocks, bottles, full beer cans, apples and other objects at police." Police reportedly fired their weapons on at least two occasions, but no one was hit.

By the time it was over, thirteen people had been arrested, and eight others—ages 17 to 22—had been treated and released at local hospitals.

Two patrolmen* were also injured. Later that week, Patrolman George Dugan spoke to a reporter from his bed at Methodist Hospital. The 25-year-old Dugan—who had been struck in the chest with a brick—noted that he wasn't much older than the young people at the park.

"I just can't understand it," he said. "They seem to want to kill somebody. Over what? A park closing?"

At a Wednesday press conference, Mayor Eugene Leahy warned that he would "not tolerate violence and anarchy." Chief Anderson said he would "not lose faith in these young people," adding that most of the youths would have left the park but that "impromptu leaders" told them to stay.

* * *

Reporters described the second night as more violent than the first, with fourteen young people (ages 16-22) treated and released at local hospitals, including five

young women. Two patrolmen were injured. More people brought weapons, including rocks, bottles, baseball bats, tire chains, axe handles, firecrackers, and "slingshots which hurl metal balls."

The police likewise came better equipped, with every patrolman in riot gear. Using tear gas, police drove the crowd before them along Happy Hollow Boulevard and Farnam Street. Homeowners on Dodge Street stood on their front porches cheering the police. Later that evening a homeowner on Happy Hollow Boulevard fired a shotgun in the air twice. He said he feared for his family's safety.

Police were afraid as well. From his hospital bed, Patrolman Dugan spoke of being scared on Tuesday night. He said the police could take the verbal abuse. "But when you start getting rocks thrown at you, you lose your temper. I don't care who you are."

People began complaining about excessive police violence. Starting Wednesday night, many patrolmen failed to wear name badges as required, which made it difficult to identify individuals.

Some bystanders said that police attacked them without provocation. One was a 25-year-old man who had been watching events from nearby Elmwood Park. When a crowd ran by, he and his family got into their car. He said five patrolmen smashed the windshield and side window. His five-year-old son suffered multiple cuts.

"The cops were enraged," the man said.

That night, a WOW-TV cameraman named Richard "Pete" Petrashek was filming the scene when a patrolman clubbed him in the head. Police described it as an accident. Petrashek, who needed 15 stitches, later sued the City of Omaha, alleging that the city "encouraged police officers to resort to such acts of violence by laudatory and congratulatory statements" issued after each night. He further alleged that the city had failed to investigate the assault or even learn the name of the patrolman who attacked him.

Good Morning

Omaha World-Herald



OUR HOTH YEAR-NA 251

Coming Sunday

A Voice for Adults

4-Alarm Fire Wrecks Part Of Sokol Hall



Here for Action

10 White Panthers, Battles Start After Park 'Staredowns'

Red Defector SALT Data

Inside Today Brings Vital Deal With Cuba Fumes From

Youths Taste Gas Machine

* * *

By Thursday, some Omaha stores were reporting a run on gas masks and slingshots. Thirteen people were arrested that night, bringing the total to 48. The number of injuries was not immediately clear. Youths egged passing cars, broke out a traffic light, damaged a cruiser, and threw a Molotov cocktail.

Reporters also witnessed police smashing the windows of an unoccupied car that had the words "love" and "peace" painted on it, and saw patrolmen pull two motorcyclists off their bikes and beat them with nightsticks. Ten to twelve patrolmen—about a third of the police on duty at the park—walked down the street smashing car windows as they went. They pulled some people from their cars and beat them. Reporters said the motorists were apparently trying to leave the area.

"Chief Andersen said that spectators in cars and 'idiot tourists' were a problem for police," the *World-Herald* reported the next day.



Meanwhile, south of Dodge Street, about a thousand people attended an outdoor rock concert at Elmwood Park. The show ended about 10:30—which was OK because there was no curfew at Elmwood. John Mueller, a 24-year-old Air Force sergeant, walked back to his car with his wife.

"Just as I was starting the engine," he said, "someone said policemen were coming up the street. I saw two policemen running toward the car. The first one... ran directly to the car and smashed the windshield with his club. I leaned over to protect my wife from glass... and the same policeman smashed the front window on the driver's side. I got out of the car to protest. I think I said: 'Hey, sir, we're not doing anything—,' Before I could finish, that first policeman raised back with his nightstick and hit me in the eye."

The second patrolman also hit Mueller, who staggered across the street and collapsed in the grass while his wife screamed. The police left the scene. A group of young men offered to drive Mueller to the hospital.

Mueller had previously worked as a Stars and Stripes reporter while serving a tour of duty in Vietnam. With his head bleeding, he told his companions to take him to the World-Herald offices, where he spoke to reporters before being taken to St. Joseph Hospital.

Mueller's story ran on page one the following afternoon. A World-Herald editorial said that police behavior on Thursday night "marred what has otherwise been a good job of law enforcement in a difficult situation."



SAC Sergeant: Policemen Damaged Car, Beat Him



Police Break Along Street

Friday night saw 26 arrests, but the crowd was smaller and less violent. Most of the arrests came from a group throwing firecrackers at passing cars from a Dodge Street overpass.

With that, Memorial Park was quiet again. The city council refused to reconsider the curfew. The protest, such as it was, had made compromise politically toxic.

In all, the World-Herald estimated that a little more than 100 people had been arrested or treated for injuries, 92 male and 82 giving an Omaha address.

"I've always felt we had a good relationship with the kids," said Patrolman Dugan. "I've never had a single problem with the young folks... until now."

On July 11, the World-Herald featured interviews with some of the young people from the park, trying to understand why it all happened. One 21-year-old man said that youths had been hanging out at the park for years. He didn't think that most of the Tuesday night crowd had come to fight with police. A small number of self-styled leaders had stirred them up. And after the first night, "there were people out there wanting a fight, people on both sides spoiling for violence."

* * *

Only one patrolman was fired from the Omaha Police Department, a man who was nearing the end of his six-month probationary period. He had been one of the windshield-breakers. The Omaha Police Union defended him, blaming the police administration for sending an inexperienced cop into such a situation. In a July 17 editorial, the World-Herald quoted with approval the words of a deputy chief: "Anyone with any common sense knows not to destroy other people's property." Chief Andersen said on July 28 that he had "no evidence" to discipline any other patrolmen.

On July 19 the World-Herald reported that various civic groups were commenting on proposed new police policies for handling public complaints. Most were positive, but the Rev. John Whittington, pastor of Mount Nebo Baptist Church (a Black congregation) was unimpressed. He said police complaints had long been a "sore

point" in his community. Regarding Memorial Park—a disturbance that involved few if any Black people—he observed: "A policeman was fired for breaking windshields of cars. We have complained about them breaking heads."

* * *

In the World-Herald's "Public Pulse" letters column, no one defended the behavior of the rock-throwers and police-taunters, but some writers exonerated the police, emphasizing the need for law and order. Others lamented the sad state of today's youth, blaming parents for a lack of discipline. Still others faulted the City Council for its earlier failures to compromise or listen to the youth.

By then, any chance that the City Council would amend the curfew was gone. Council members were determined not to allow the youths to gain anything from the riots.

In hindsight, one of the striking things about the riots was the reluctance of city officials to blame local youths generally. Even after the second night, Mayor Leahy remained convinced that the violence was the work of out-of-town agitators. Chief Andersen, however, estimated that only 25-50 of the youths were from out of town, and said there was no evidence that they were the ones inciting the violence. Yippie leader Timothy Andrews blamed "short-haired weirdos" from west Omaha, meaning "straight" (non-hippie) kids who were just looking for trouble.

The World-Herald reported some of the convictions and fines, but soon tried to change the subject. A July 28 feature titled "Our Peaceful Youth" profiled several young people (all of them White) who were working summer jobs, doing volunteer work, or training for sports. The article's main point was that for all the blood and ink spilled over Memorial Park, the great majority of Omaha youths had stayed away.

*Omaha police were known as "patrolmen" until 1974, when they became "police officers." OPD began using the gender-neutral term when it hired its **first female police officers**.

Sources:

Except where noted, this article is based on the Sunrise and Metropolitan editions of the Omaha World-Herald, July 7-10, 1971.

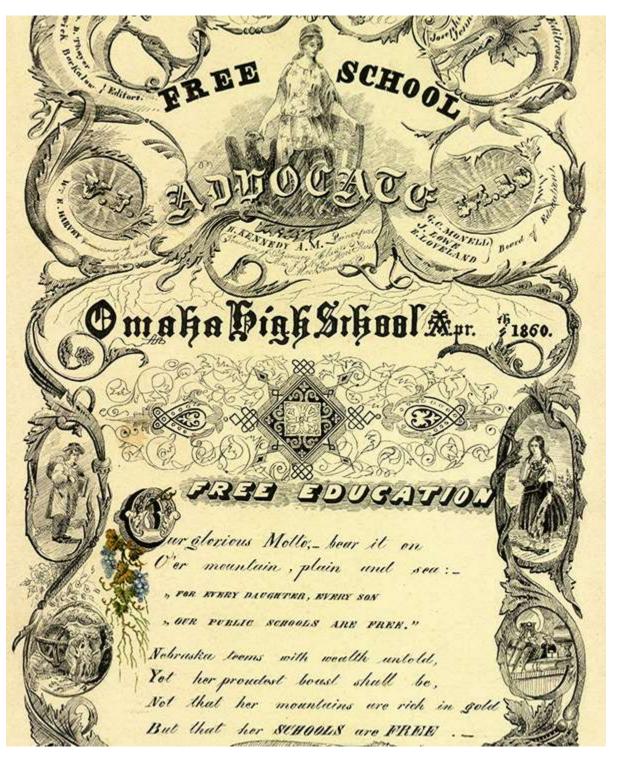
Read more about Nebraska during this period:

- "'And then the burnings began': Omaha's urban revolts and the meaning of political violence" (Nebraska History Magazine, PDF)
- UNL student reaction to the Cambodian Incursion and the Kent State Shootings, May 1970 (Nebraska History Magazine, PDF)

Categories:

Omaha; youth; police

Nebraska's first school newspaper celebrated a radical idea: free schools



By David L. Bristow, Editor

Published weekly by Omaha high school students, the first issue of the *Free School Advocate* appeared on December 21, 1859. It may be Nebraska's first school newspaper. Students contributed news, essays, poems, fiction, and humor, and student editors copied everything in neat longhand. Each edition's single copy was read aloud to students.

This detail from an April 1860 edition celebrates an idea that was not yet fully embraced across the US: free public education. The idea wasn't new, but it had spread slowly. The "common schools movement" of the mid-nineteenth century borrowed Prussian ideas such as teacher training and age-graded classrooms.

The verse above expresses the ideal:

FREE EDUCATION

Our glorious Motto, bear it on

O'er mountain, plain and sea:

"For every daughter, every son

"Our public schools are free."

Nebraska teems with wealth untold,

Yet her proudest boast shall be,

Not that her mountains are rich in gold

But that her SCHOOLS are FREE.

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The line "every daughter, every son" had its limitations. Racial discrimination <u>limited opportunities for non-white children</u>. And districts with a small tax base found it difficult to afford adequate schools.

Incidentally, the bit about gold and mountains wasn't a joke. At the time, Nebraska Territory's western boundary extended into present-day Colorado, which saw a major gold rush starting in 1859.

(Image credit: History Nebraska RG4298.AM)

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Reference:

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Categories:

schools; Omaha; Nebraska Territory

How much is a teacher worth? What Nebraska paid teachers in the 1920s



Photo: Rural school near Hay Springs, Nebraska, circa 1910. RG2089-05

By David L. Bristow, Editor

Most Nebraska teachers were paid poverty wages in the early 1920s, even before an economic recession prompted school districts to slash budgets even further. In 1922 a statewide publication called *The Nebraska Teacher* calculated how much money teachers actually needed. The result wasn't necessarily what taxpayers and school boards wanted to hear.

"The salaries of teachers absorb about two-thirds of the school budget in most schools," wrote A.L. Caviness, president of the State Teachers' College in Peru (today's Peru State College). "To reduce taxation, therefore, the first thought is to cut salaries and the result is obtained."

Then as now, Nebraskans complained about their property taxes.

Caviness suggested that each district put together a "representative committee, including a member of the school board, a business man, a professional man, a mother of a family, a club woman, a teacher and a heavy taxpayer" (i.e., a wealthy citizen) to calculate:

- 1. Cost of room for 12 months
- 2. Cost of meals for 12 months
- 3. Cost of laundry for 12 months
- 4. Allowance for doctor, dentist, etc.
- 5. Allowance for clothing for 12 months
- 6. Allowance for church, charity, etc.
- 7. Allowance for investment or saving

Was Caviness suggesting that salaries be cut to that level? Consider another article in the same issue. Here's what G. H. Lake, school superintendent at Orleans, came up with:

Teacher's Cost of Living 1921-22		
Salary		
Incidentals		\$ 78.00
Board		432.00
Room		120,00
Clothing		200.00
Doctor or Dentist		25,00
Laundry		50.00
Railroad fare		52.00
Agency Insurance Interest on money for schooling Professional Magazines dues State Ass'n railroad		
		10.00
hotel		28,00
Amount applied on principal		
Summer session 1922		100.00
Bank deposit or loans		
Charity and church		20.00
School amusements and others		10.00
Study Center		
	\$1125.00	\$1125.00

The lines left blank for lack of extra money are the main point.

"If such a teacher is to make any investments, or to save money for a rainy day," Lake wrote, "it is clear that she can do so on her present salary only at the expense of her own further self-improvements."

Notice that one of the blank lines is for insurance. Teachers weren't paid sick leave or provided with health insurance. They had to buy their own, if they could afford it. A typical Orleans teacher could not.



Image: Health insurance ad from The Nebraska Teacher, December 1921.

Salaries were set by individual districts. The Fairbury superintendent wrote that "normal" graduates were paid \$1,000 to \$1,400 a year; those with a bachelor's degree earned \$1,200 to \$1,700. (Teachers' colleges were called "normal schools" and offered diplomas roughly equivalent to a modern associate's degree.)

Rural districts paid less, and as a result many rural teachers were barely educated themselves. Mari Sandoz was seventeen when she passed her eighth-grade examination in 1913 (she'd missed a lot of school; not unusual for the time). Without telling her domineering father, she soon saddled up a horse and rode eighteen miles to Rushville to take the rural teacher's examination. She became a rural schoolteacher when she was still a year under Nebraska's legal age for teaching. "That was not unusual on the frontier," writes Sandoz' biographer, Helen Stauffer.

In September 1921, The Nebraska Teacher condemned the underfunding of rural schools, complaining that nationally, half of all schools "have less than \$1000 a year to spend for all purposes." In York County, Nebraska—a relatively prosperous county—70 of the county's 103 schools spent less than \$1,000 a year for all expenses.

Such schools, *The Nebraska Teacher* argued, did not adequately educate their students. In Buffalo County, "not one of the poor counties of the state," 80 of the county's 118 schools operated for less than \$750 a year. "Two schools in the county did not graduate a single pupil from the eighth grade in eight years. The median number of [eighth grade] graduates from all the rural schools in this county for 8 years was 1.06 pupils."

Rather than reduce teacher salaries, *The Nebraska Teacher* argued that both rural and urban communities needed to spend more. "The purpose of the public schools is to train boys and girls so that they may be become helpful and efficient citizens in their communities," wrote J. H. Beveridge, superintendent of Omaha schools.

Beveridge acknowledged that "it is difficult to measure the value of a school in dollars and cents," but he didn't question whether or not it was appropriate to make dollars and cents the universal measure of value. Perhaps he knew his audience. He titled his article "Public Schools as an Investment."

"If the public schools were taken out of your city your real estate would be almost without value," he wrote, arguing that good schools boosted earnings, commerce, and property values.

"You are a stockholder in the public schools," he said.

As for the teachers themselves, *The Nebraska Teacher* didn't make a business argument so much as a humane and patriotic one. "Teachers are human and must live," A. L. Caviness wrote, "but their patriotism and loyalty is on a par at least with the most devoted of public servants."

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